**Melanie Murphy**

We used the Inquiry/Research Quiz in PSY1EFP which is the Experimental Foundations of Psychological Science, that's our core first-year introductory psychology subject.

We thought that it presented a really good opportunity to integrate with our existing tasks that we are asking students to complete. So we have an integrated assessment for the subject which is getting students to write two critical essays on a topic in psychology and because formatting and writing style is a very important part of writing in psychology, the quiz fitted well within what we were trying to get the students to achieve as a learning outcome from the tasks.

What we did was try to embed it within our existing tasks for the students. So we started off with a lecture on how to write and giving them an introduction into how writing in science or more specifically psychology, is done, and then the quiz itself was a part of a tutorial exercises that we had the students complete. So we set them up and said well this is going to teach you how to reference and this is going to help you find good references for the assessment task that we are asking you to complete. So they completed the task in pairs, on computers with the new tutorial setting, it wasn't a hurdle requirement but we had very good participation in the quiz and the students were quite happy to work through and ask each other questions and ask questions of the tutor while they were completing the quiz.

The biggest difference in quality at an endpoint as a learning outcome for the students was we didn't see any Wikipedia references in any of the essays the students submitted which was fantastic and I think that the questions in the quiz actually highlighted to the students what is and appropriate reference, what isn't an appropriate reference and they took that on board. In terms of the students confidence in finding references, in using the library to do their research, for the essays and the debate that they were completing, there was less confusion I felt in the student response, they were far more confident in being able to come away with something useful that was a meaningful piece of evidence for their writing.

Definitely would use it again. We felt that it was really helpful for the students as a starting springboard for research insight and I think integrated with our tasks the way we used it, was good obviously with a little bit of fine tuning in terms of timing and making sure everybody is getting the best out of it would be good, so we would do that but not too many differences in the presentation. The only thing that we would probably like to do with the task would be to have the links more readily accessible rather than coming back to the questions and things like that again but that is again minor tweaking for us and for the task itself.

We only got feedback in terms of just asking the students, they didn't give us the feedback themselves and the students that we did ask they were quite positive about it. They felt that it was a little bit of fun to do because they had somebody who was talking to them at the same time that they could also go through at their own pace and it meant that there wasn't a tutor looking over their shoulder going oh you're doing the wrong so it was a bit more a safe kind of way to learn the task of referencing.